DOCUMENT RESUME

ED 119 881 32 RC 009 020

AUTHOR Pearce, Consuelo Q. de
TITLE Title I Instructional Aides' Training Sessions (Nampa, Idaho, School District 131, November 21, 1974-January 2, 1975.
INSTITUTION Migrant Education Resource Center, Nampa, Idaho.
SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
PUB DATE 75
NOTE 20p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage
DESCRIPTORS Child Development; *Cultural Awareness; *Institutes (Training Programs); *Instructional Aids; Language Arts; Methods; Mexican Americans; *Migrant Child Education; Reading Instruction; *Role Perception; Self Concept; Student Needs; *Teacher Aides
IDENTIFIERS Elementary Secondary Education Act Title I; ESEA Title I

ABSTRACT

The four training sessions for instructional aides working with migrant children in the Nampa, Idaho school district included objectives to facilitate: (1) awareness of aide influence; (2) aide self-confidence; (3) comfortable interaction between aides and school district personnel; (4) problem detection and prevention; (5) the aide's role in school-home communication; (6) sensitivity to migrant and Mexican American student needs; (7) comprehension of student bilingualism; (8) understanding of the importance of diagnostic testing; (9) use of individualized methodology; (10) interpretation skill at parent-teacher conferences. The first training session involved discussion of the role of the aide and the special needs of migrant children, while the second session involved continued discussion of migrant needs; a descriptive narrative on what it means to have a good self-image; and a film, "Children of the Fields", on the experiences and responsibilities of migrant children. The third session involved interchange with a child development specialist and examination of Erik Erikson's eight stages in the psycho-social development of man. The final session was devoted to examining objectives; sharing past experiences; discussing specific duties of the aide; and discussing specific ways in which an aide can assist in reading and language arts instruction. (JC)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED119881

RECEIVED
MAY 30 1975
NMSU

Title I
Instructional Aides' Training Sessions

NOVEMBER 21, 1974-JANUARY 2, 1975

SCHOOL DISTRICT 131

NAMPA, IDAHO

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CONSUELO Q. DE PEARCE

CHILD WELFARE SPECIALIST

MIGRANT EDUCATION RESOURCE CENTER

RC009020

TABLE OF CONTENTS

TITLE	PAGE
INTRODUCTION	1
LETTER ANNOUNCING TRAINING	2
PURPOSE	3
OBJECTIVES	3
REPORT OF FIRST SESSION	3
Special Needs of Migrant Students	4
REPORT OF SECOND SESSION	4
Continuation of Special Needs of Migrant Students	4
I.A.L.A.C.	5
Children of the Fields-Film	6
REPORT OF THIRD SESSION	6
The Eight Stages of the Life Cycle of Man	6
REPORT OF FOURTH SESSION	8
Self-Concept most important	8
Sharing individual attempts at building the self-concept of students	8
Some duties Aides have to perform	8
How can an Instructional Aide assist in Reading Instruction ?	10
Other Language Arts objectives	11
Evaluation	11
CONCLUSION	17

INSTRUCTIONAL AIDES TRAINING SESSIONS

INTRODUCTION

During the day a teacher uses various methods, instructional materials, visual aids, and such, to provide the best means and atmosphere to create a learning environment for the children with whom she has been entrusted. She will strive to create those conditions which will permit the most advantageous use of her professional skills as a classroom teacher.

Because of the diverse personalities found in students, the teacher is many times forced to individualize her program so that all her students are given the same chance for educational progress. In order to experience some success she has to use materials which lend themselves to this type of teaching. One good resource is the instructional aide. The teacher can assign individual students or groups of students to this aide, who will then proceed to instruct the children in whatever the teacher has planned for them.

In order for the aides to feel confident in what they are doing as well as understand what it means, they need to have some training. The following is an attempt to give Title I Aides some training sessions.

Consuelo Q. de Pearce
Child Welfare Specialist
Migrant Education Resource Center

November 14, 1974

TO:

FROM: Consuelo Pearce
Human Services Team

RE: Developing Instructional Aides

Training sessions will begin Thursday, November 21, 1974, from 9:00 a.m. to 11:00 a.m. at the MERC conference room. These sessions will be conducted every other Thursday at the same time.

Please inform your building Title I Aides they will be meeting November 21, December 5, 19, 1974 and January 2, 1975.

Consistent and punctual attendance is expected.

Thank you

Consuelo Pearce

Consuelo Pearce
Child Welfare Specialist

INSTRUCTIONAL AIDES TRAINING

PURPOSE

Instructional Aides' assistance to the teachers in the classroom should:

1. Improve the teaching-learning environment by taking some of the strain off the teacher and by providing for more order and more organization.

2. Permit the teacher to spend more time on "concept learning" activities while supervising another adult (aide) who is helping in arranging activities.

3. Enable the teacher to spend more time on professional tasks.

OBJECTIVES

At the end of the sessions we hope to have accomplished all of the following objectives. The aides will be able:

1. To realize they are touching the future of the youngsters with whom they work.

2. To develop self-confidence in what they are doing, because of the important role they are playing as paraprofessionals.

3. To relate and interact comfortably with other personnel in the school district.

4. To detect and prevent possible problems.

5. To help and aid the school with the communication between the school and the home.

6. To become aware of the needs that the migrant and Mexican-American students have.

7. To comprehend and assist the students with their bilingualism.

8. To learn the importance of the diagnostic testing of migrant and Mexican-American students.

9. To be able to use methods in individualized instruction.

10. To be able to deal with interpreting for parent teacher conferences.

REPORT OF FIRST SESSION - November 21, 1974

A. Introduction of Aides: Each aide shared with the group a little of what they are doing, what grades they work with and some of the instructional materials they use.

B. Discussion of the Role of the Aide.

1. The teacher must remain the ultimate authority in the classroom.

B. 2. Activities and/or projects an aide undertakes are done with the sanction and under the supervisory leadership of the teacher.

C. Special Needs of Migrant Children. The experiences of migrant children are unique, one must be aware of them and learn how to interpret them so that everything possible to help the children in their learning progress is done.

1. The need to compensate for inadequate living conditions. Sometimes, basic needs for food, shelter, or clothing are unmet. Knowing about these needs, aides will be able to help the teacher plan learning experiences which are relevant to them and which will not be alien to their home experiences.

2. The need to compensate for a frequently interrupted and itinerate education: The migrant child must adjust to frequent changes in location, teachers, classmates, and curriculum. His teachers often do not have time to assess his learning or to identify his interests and abilities before he has moved.

3. The need to overcome health and nutritional defects which interfere with the educational process: Migrant children who need glasses, suffer from anemia, or have severe dental problems often have no practical remedy available to them. Statistics indicate a much greater health deficiency among migrant children than among resident children, with a corresponding lack of professional health care available to migrant families.

4. The need for others to know, understand, and appreciate the nature of their experiences. This need encompasses peers, teachers, principals, school boards and community groups.

REPORT OF SECOND SESSION - December 5, 1974

A. Continuation of discussion of the special needs of migrant children.

5. The need to find acceptance as individuals, as members of an occupational group, and as members of a particular SUBCULTURE: Migrant children often report feelings held in low esteem by classmates or teachers. Such feelings crush self-esteem and self-identity and lead to failure. The group discussed the word SUBCULTURE, what it means, how a person feels being considered a member of such a culture, what it does to self-esteem.

6. The need to identify with successful adult role models who are similar to themselves in background, culture, and language.

7. The need to communicate: Many migrant families are Spanish-speaking. Children of these families need to communicate in Spanish while they learn English, skill subjects and social skills. Great importance was given to this need. The aides gave examples of how they were already meeting the need. More suggestions and examples were given of how else we could help.

B. What does a good self-image mean? What are some ways that a person can destroy a positive self-image?

1. IALAC STORY:

I A L A C

Every person wears an invisible IALAC sign that says "I am Loveable and Capable". How people treat us and how we handle daily situations determine how big or how small that sign is.

Little Johnny woke up one bright sunny morning with his IALAC sign all intact, and he felt so good about the day and himself that he lay in bed awhile to think about things.

Suddenly his mother yelled, "Johnny, get out of bed." Rip ...off came a little piece of his sign. He jumped out of bed and padded down the hall to the bathroom, but his big brother pushed him out of the way and said, "Ha, ha, beat you again." Rip .. ..

While he was in the bathroom his sister pounded on the door and hollered, "Johnny, get out of the bathroom! I want in! Mother, Johnny won't get out of the bathroom." Rip ...

By the time he got dressed, Johnny wasn't feeling quite so loveable as when he awoke, but still he felt pretty good, so he slid down the bannister, sat down to breakfast and asked his dad to help him do a model airplane that evening. Dad said, "Not today, too busy." Rip ... And Mother said, "John Ethan, will you hurry up! Your're going to be late to school!"

Johnny finally got out of the house, and on the way to school he stopped to watch some road construction. Suddenly the school bell rang, and Johnny ran to school, dropping his papers on the way. When he arrived his teacher sternly said, "John you're late. Go get a pass." Rip ...

During the class the teacher asked a question, and Johnny knew the answer and raised his hand, but he didn't get called on. But when he did get called on and didn't know the answer his teacher frowned and said, "It's obvious you didn't do your homework." Rip ...

Johnny went to lunch not feeling very capable, and when he didn't find any pickles on his bologne sandwich (rip...) and his best friend got mad and didn't want to play anymore (rip...) he really didn't feel very loveable either.

He had to walk home alone (rip ...) and when he got there, his mom had watered the lawn and the sidewalk and he walked through the water and into the house and she yelled at him for making a mess on the carpet. Rip ...

For dinner that night he had to eat cauliflower (yuk!) and when he tried to talk, his dad said angrily, "How many times have I told you not to interrupt while I'm talking!" Rip ... And when he went to bed his mom demanded that he get out of bed and pick his clothes up off the floor. Rip ... And by the time he went to sleep, there was only a tiny piece of his sign left.

The next day Johnny woke up and there was his sign, intact but very small. Just then his mom came in and smilingly said, "Good morning, Son. Would you like waffles for breakfast this morning?" And because he loved waffles, his sign grew a little.

He got out of bed and went down to the bathroom, and his brother passed him saying, "It's all yours, I got in early today." And while he was in the bathroom his sister knocked and said, "Let me know when you're done Johnny." The sign gets bigger.

Downstairs Johnny's dad says, "John, I'll be home early today. How about if we work on that airplane." (Sign gets bigger).

His mom lets him go to school wearing his red pants and orange shirt and when he walks outside, his best friend is waiting to walk to school with him. (Bigger Sign.) At school the teacher says, "Good morning, Johnny. It's nice to see you." Bigger sign.) During class she calls on him and he knows the answer, and later she comes around, puts her hand on his shoulder and says, "Johnny, you're doing good work." And she draws a big happy face on his paper. (Bigger sign)

For lunch he finds dill pickles on his sandwich and some Hostess chocolate cupcakes too, (bigger sign) and by the time he leaves school he is feeling very good.

He walks home with his brother, and Dad is waiting for him to work on the plane, and while they work his Mom brings in a plate of fresh-baked chocolate chip cookies. Bigger sign)

They had spaghetti for dinner and he told about school. After dinner he cleared the table without being asked. His mom was so pleased she said, "Thank you, John. That was very nice of you." (Bigger sign.)

Johnny got ready for bed, and even though his mom had to remind him to pick his clothes up off the floor, he still felt so loveable and capable that his IALAC sign was as big and shiny as it had been before.

C. Film: CHILDREN OF THE FIELDS.

1. Points were made about the different experiences the children in the film had.

2. The different types of responsibilities that they had.

3. Their maturity in handling survival in their world contrasted to what was and is expected of migrant children in the classroom.

REPORT OF THIRD SESSION - December 19, 1974

A. Mrs. Erva Verner, Title I Resource Consultant, shared with us her knowledge on child development. The following is a handout that each aide received.

B. THE EIGHT STAGES IN THE LIFE CYCLE OF MAN as identified by Erik H. Erikson

In his book, Childhood and Society (1950), Erikson presented a life cycle theory of personality development in which social drives play as important a part as biological urges in the child's struggle toward maturity. Erikson's eight

stages of psycho-social development each harbors a special crisis which must be fought through by each individual. The steps identified by Erikson should become familiar to students of child development, teachers, social workers, and parent educators.

"Personality," Erikson has written, "can be said to develop according to steps predetermined in the human organism's readiness to be driven toward, to be aware of, and to interact with a widening social radius, beginning with a dim image of a mother and ending with an image of mankind." In presenting the eight stages and the special crises they bring, he has emphasized that while the struggle between the positives and negatives must be fought through successfully if the next developmental stage is to be reached, no victory is completely won, no stage completely consummated.

1. TRUST vs. MISTRUST (Infancy): The first task of the infant is to develop the cornerstone of a healthy personality, a basic sense of trust, trust in himself and in his environment. It is a quality of material care that transmits a sense of trustworthiness and meaning. The danger, most acute in the second half of the first year, is that discontinuities in care may introduce a sense of inner division and abandonment, a nostalgia for a paradise forfeited. Basic trust (or mistrust) seems to operate throughout life.

2. ANTONOMY vs. SHAME and DOUBT (Early Childhood): With muscular maturation the child experiments with holding on and letting go, and begins to attach enormous value to his autonomous will. The danger here is the development of a deep sense of shame and doubt if he is deprived of the opportunity to learn to develop his will as he learns his "duty," and therefore learns to expect defeat in any battle of will with those who are bigger, stronger.

3. INITIATIVE vs. GUILT (Play Age): In this stage the child's imagination is greatly expanded because of his increased ability to move around freely and to communicate. It is an age of intrusive activity, avid curiosity, and consuming fantasies which lead to feelings of guilt and anxiety. It is also the stage of the establishment of conscience. If this tendency to feel guilty is overburdened by eager adults, the child may develop a deep-seated conviction that he is essentially bad. This might lead to stifling of initiative or to the conversion of his moralism to vindictiveness.

4. INDUSTRY vs. INFERIORITY (School Age): The long period of sexual latency before puberty is the age when the child wants to learn how to do and make things with others. In learning to accept instruction and to win recognition by producing "things," he opens the way for the capacity of work enjoyment. The danger in this period is the development of a sense of inadequacy and inferiority in a child who does not receive recognition for his efforts.

5. IDENTITY vs. IDENTITY DIFFUSION (Adolescence): The physiological revolution that comes with puberty, rapid body growth, and sexual maturity, forces the young person to question "all sameness and continuities relied on earlier," and to refight many of the earlier battles. The developmental task is to integrate childhood identifications with the basic biological drives, native endowment, and the opportunities offered in social roles. The danger is that identity diffusion, temporarily unavoidable in this period of physical and psychological upheaval, may result in a permanent inability to "take hold." Because of youth's tendency to total commitment, there is a danger that there may be a fixation of negative identity, a devoted attempt to become what parents, class, or community do <u>not</u> want him to be.

6. INTIMACY vs. ISOLATION (Young Adult): Only as a young person begins to feel more secure in his identity is he able to establish intimacy with himself (with his inner life) and with others, both in friendships and eventually in a love-based mutually satisfying sexual relationship with a member of the opposite sex. A person who cannot enter wholly into an intimate relationship because of the fear of losing his identity may develop a deep sense of isolation.

7. GENERATIVITY vs. SELF-ABSORPTION (Adulthood): Out of the intimacies of adulthood grows generativity, the mature person's interest in establishing and guiding the next generation. The lack of this results in self-absorption and frequently in a pervading sense of stagnation and interpersonal impoverishment.

8. INTEGRITY vs. DESPAIR (Senescence): The person who has achieved a satisfying intimacy with other human beings and who has adapted to the triumphs and disappointments of his generative activities as parent and co-worker, reaches the end of life with a certain ego integrity, an acceptance of his own responsibility for what his life is and was, and of its place in the flow of history. Without this accrued ego-integration there is despair, usually marked by a display of displeasure and disgust.

Hence, infantile trust (the first of the ego values in Erikson's scheme) is closely related to adult integrity. We would expect, in the last stage, trust to have developed into the most mature faith that an aging person can muster in his cultural setting and historical period. "Healthy children will not fear life if their elders have integrity enough not to fear death."

REPORT OF FOURTH SESSION - January 2, 1975

A. Looking back at the objectives and discussing them to see if they had been met. Everyone agreed that a positive self-concept is very important for healthy development and educational progress.

B. The group discussed their experiences when trying to help students. We shared our successes and failures, our frustrations and happiness when working with the students. The group served as a listening ear as well as promoters of encouragement.

C. Some duties aides have to perform as described in "Handbook for Teacher Aides," August 1974." An instructional aide's duties may well fall into two categories; those that are basically clerical and those that entail direct contact with the children. In the first category, clerical tasks, an aide may be asked to:

1. Type and duplicate materials.
2. Issue, collect, and inventory supplies and materials.
3. Operate audiovisual equipment.
4. Keep attendance records and prepare attendance reports.
5. Administer teacher-made tests.
6. Correct objective tests, correct workbooks, correct homework.
7. Administer machine-scored tests.
8. Help maintain an orderly and clean classroom.
9. Get art materials ready.

10. Pass out materials.
11. Operate record player.
12. Draw pictures.
13. Make name tags.
14. Mix paste.
15. Get snack ready and serve it .
16. Make picture file--collect pictures to represent words and concepts.
17. Help keep folders of children's work.
18. Make reading charts.
19. Make letters for children to cut out.
20. Make charts for picture-word relationships.
21. Make chart with vocabulary words from each new story.
22. Help arrange bulletin boards.
23. Set up book displays or reading nooks.
24. Collect lunch money.
25. Call home about absent pupil.
26. Look up materials for teacher use.

In the second category, that of working directly with the children, an aide may find hesitancy on the part of the teacher as to just how much instructional contact she feels an aide should have, or can have legally, with the children, and in what capacity. Based on the aide's background, she may be requested to:

1. Work with individuals and small groups in review of instructional materials presented by the teacher.
2. Supervise students during study periods.
3. Supervise students in areas relating to physical education and games.
4. Read and/or tell stories to children.
5. Help create and manage bulletin board projects.
6. Assist in school library work.
7. Care for an maintain instructional exhibits.
8. Orient new pupils.
9. Assist with the supervision of children in the classroom, on study trips, and on the playground.
10. Encourage children to talk in complete sentences.
11. Help with social procedures (manners) giving encouragement and praise where needed.
12. Make special efforts to draw out shy children.
13. Help bilingual children with word drill using the Language Master to help with pronunciation.
14. Work with children who have special speech problems.
15. Help children listen to instruction and direction.
16. Use a tape recorder to record children reading or conversation to stimulate interest and evaluate performance.
17. Assist children with dramatic play.
18. Ask questions about materials read to check on comprehension and help children find key words in sentences or topic sentences in paragraphs to help improve reading comprehension.
19. Help with the use of indexes, dictionaries and similar tools.
20. Cover room in the temporary absence of the teacher.
21. Visit pupils and parents at home to learn more about them.
22. Assist with field trips.
23. Give first aid in the absence of the teacher.

E. How Can an Instructional Aide Assist in Reading Instruction?

Aides have been used effectively in reading instruction to promote specific objectives in the following manner:

1. Assisting with Spoken Vocabulary; visiting with children and encouraging them to carry on conversations, teaching them to say words correctly, making tapes of their conversation and playing them back to them, reading to them, telling them stories, teaching phonetic sounds, working with language kits with them, supervising show-and-tell, working with puppets, helping to associate pictures with words and pictures with sounds, and encouraging children to relate experiences.

2. Helping Develop Speech Fluency; playing word games, teaching correct word usage, encouraging children to speak in sentences, teaching English words to foreign-speaking children (Spanish, for example), working with Language Master, using tape recorders to improve speech patterns, using dramatizations, and helping with the language or listening center.

3. Development of Listening Skills; listening to children, directing listening exercises such as those prescribed in preceding pages, making tapes for children to listen to, asking questions, telling stories and asking children to repeat, explaining lessons, directing pupil's attention to the teacher or anyone else speaking to the class or group, playing listening games, and reading stories or other selections of high interest to them.

4. Helping Develop Interest in Reading in Class; making charts, using pictures of interesting things for discussion, reading part of a story and letting children finish, having children write sentences about things read to them or by them, reading selections, taking children to the library to make selections, making a reading bulletin board with the children, "advertising" an interesting book. (This has been done with a "wall newspaper" prepared by the children under the direction of an aide.

5. Helping Children Recognize Words in Context; supervising vocabulary games, supervising study of word families, drilling on root words, drilling on prefixes and suffixes, directing children as they find substitutes for words in sentences, providing clues for new words, drilling children on the multiple use of many words, and supervising seatwork where children are asked to supply words in blanks to make sense or to change the meaning of a sentence.

6. Helping Develop the Ability to Sound out Words; playing word games, helping with dictionary exercises, drilling children on sounds that go to make up words, teaching letter combinations, teaching children to break words into syllables, using flash cards, listening to children read, pronouncing words correctly for them to provide a pattern, reading to a group or individual, and drilling on "Sound-alike" words.

7. Helping Improve Reading Performance in Other Subjects and Experiences; supervising study in other subjects, having reading lessons in textbook for other subjects, reading to children from other textbooks (such as science and social studies), helping find topical sentences and key words in the materials of other subjects, helping with dictionary exercises, supervising the making of a vocabulary list or glossary for science or other subjects, supervising simple library research in these subjects, and helping to find low-vocabulary high-interest materials for some to read.

F. Other language arts objectives closely related to the above. In addition, the following specific language arts objectives have been promoted by aides in the following manner:

1. Helping Develop More Effective Written Expressions; having children write stories to fit pictures, playing games of unscrambling sentences, supervising the game of finding substitutes for words in sentences, drilling children on adjectives, having children substitute adjectives in sentences to change their meaning, supervising the rewriting of sentences--stories-descriptions, helping with choice of words in written materials, selecting and reading examples of good written expression, helping children edit their own work, and giving encouragement to children as they write

2. Helping Develop Appreciation for Stories; reading stories to class or group, listening to children read, encouraging children to tell about what they are reading or have read, supervising a story-telling period, telling stories to a group, using sack or other kinds of puppets to tell stories, changing traditional stories, having children change traditional stories-- making new endings--changing characters and the like, having children cut out pictures from magazines to illustrate or "advertise" a story, and helping to develop flannelboard or stick figures to illustrate a story.

3. Helping Develop Imagination or Creativity;playing games like "Let's Pretend", telling unfinished stories and having children finish them, asking questions like "What if," and having children provide answers,constructing unfinished pictures, having children write stories about pictures, encouraging children when they seem to want to tell a story, offering suggestions that stir the imagination, and finishing unfinished pictures.

G. Evaluation. Each aide was asked to write how they felt about the four sessions. What they had learned and what they wished had been included. They were also asked to express where they felt improvement could be made.

The following are the comments made by the aides concerning the training.

This has been a delightful course to me. It seems that a door has suddenly been opened, which has revealed many of the problems that the migrant child has, which stem from the language. I have often tried to imagine myself in the same situation, and have realized how great my problems would have been in a similar situation.

Each time, the material has been so well-planned, and very interesting. I think the in-sight gained from session to session has been very valuable.

I shall miss these meetings, and I know many times, I shall want to talk to someone about problems that arise.

I felt that the course included things which were workable, and down on our level with the children.

It is so important to understand children, and I feel this course has given me many things I need in my work.

Thanks for a delightful course.

To me, I thought these four sessions were very interesting and very helpful. I have learned many things I didn't know before. It never hurts to know more so to me I would like to continue a couple more sessions. It's very good to get new ideas and clues on the work we're doing. And also this way the teachers won't just take advantage of our work. Our teachers are all very nice and they always tell me to do it the best way I know how. But still I go ahead and ask them about how they would do it and if I like it or think that it will help the Mexican-American I'll go ahead with their ideas, and if not, I'll do what I think will help. They like my ideas so I don't have any problems.

I've really enjoyed being able to attend this training. Because I've learned how to cope or handle different types of problems in class. Also different ideas that we've shared to help the students to learn things. Also the session about child development really was excellent. I've enjoyed this training.

And I would also like to continue when ever possible meetings like these because its always good to learn new things and be able to share them with others.

Most of all I've learned that a child has to find trust in you and be able to feel free to ask questions and to get help.

Thank you, to our instructor for these sessions of training.

What I liked about these four meetings we had was that we discussed alot of important things involving migrant children and how to work with them and help them. How we could handle problems that were hard to handle.

We had lots of time to discuss what we wanted to talk about. Everyone could give their own opinion whenever he wanted too and had enough time to say what he wanted.

How to handle children that have a hard time to understand English.

I enjoyed the class very much. I feel that we covered alot of good material. I learned alot. I really enjoyed the class Mrs. Verner gave. It helped me understand alot about children and why they do some of the things they do.

I like to be able to discuss problems that you face in school and learn how to change them. I think you did a great job in teaching the class, and hope that we can do it again.

CONCLUSION

It has been a great privilege to have worked with the aides. They proved to be eager to learn everything they could to help the children with whom they work. They saw the importance of gaining new knowledge and instructional materials which will enable them to improve in their methods and understanding.

Even though we covered all the objectives mentioned on Page 3, I felt we needed more time to do them justice. Objectives numbers 4, which states To detect and Prevent Possible Problems; 8, To Learn The Importance of The Diagnostic Testing of Migrant and Mexican-American Students; and 9, To Be Able To Use Methods In Individualized Instruction, were covered very generally.

I wish we had had more time for us to discuss and share other ideas and ways of improving what we are attempting to do in our schools.

There is so much we could have covered and I found it an almost impossible task to select that which I thought would benefit them the most.

Consuelo Q. de Pearce
Child Welfare Specialist
Migrant Education Resource Center